

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Oct 9 – 13, 2017

Week: 10

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s):	<p style="text-align: center;">NO SCHOOL FOR STUDENTS</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:
	Purpose:			Summative:
Tues	Standard(s): TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. b. Develop and implement interpersonal skills to maintain quality relationships, including recognizing and respecting differences within groups.	Do Now: Guided Instruction (<i>We do</i>)- Identify the areas of weakness on Quiz 3b Opening: Focused Instruction (<i>I do</i>)- explain the work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- Remediation and complete requiz study guide <u>AND / OR</u> Complete late work for 9 weeks report card	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Remediation 	Formative: Teacher Observation Q&A Study guide
	Purpose: To provide the students to remediate the information that caused them the most problems on Quiz 3b	Closing: Guided Instruction (<i>We do</i>)- Determine what is still giving you trouble. Power Block – article; mark main ideas and vocabulary Home Learning:		Summative:
Weds	Standard(s): TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. b. Develop and implement interpersonal skills to maintain quality relationships, including recognizing and respecting differences within groups.	Do Now: Guided Instruction (<i>We do</i>)- 5 min quick study Opening: Focused Instruction (<i>I do</i>)- explain work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- complete Requiz 3b <u>AND</u> Complete last of late/make up work	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Requiz 3b
	Purpose: To provide the students another opportunity to validate their mastery of the information	Closing: Guided Instruction (<i>We do</i>)- Verify 9 weeks grade Power Block – Be the Editor Home Learning:		Summative:

Thurs	Standard(s): N/A	<p>Do Now: Guided Instruction (<i>We do</i>)- Sign in to Achieve 300 and go to assigned article</p> <p>Opening: Focused Instruction (<i>I do</i>)- Remind students of expectations and requirements for Achieve 3000</p> <p>Work Session: Independent Learning (<i>You do alone</i>)- Complete all assigned elements of the article</p> <p>Closing: Guided Instruction (<i>We do</i>)- report quiz score and completion of essay with my visual verification</p> <p>Power Block – none</p> <p>Home Learning:</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Achieve 3000 	<p>Formative:</p> <p>Teacher Observation Q&A Achieve quiz</p>
	Purpose: To allow the students to continue to use Achieve 3000 to increase their Lexile score			Summative:
Fri	Standard(s): TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. f. Identify and practice positive leadership skills.	<p>Do Now: Guided Instruction (<i>We do</i>)- Who can be a leader?</p> <p>Opening: Focused Instruction (<i>I do</i>)- Explain work session; play video; read article aloud</p> <p>Work Session: Guided Instruction (<i>We do</i>)- watch, take notes and discuss the video of the speech of General Pace at the Citadel; discuss the article by General John Kelly after I read it aloud</p> <p>Closing: Guided Instruction (<i>We do</i>)- Now, who do you think can be a leader? Were there leaders at Las Vegas? Who?</p> <p>Power Block – Constructed Response and Quiz</p> <p>Home Learning:</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<p>Formative:</p> <p>Teacher Observation Q&A</p>
	Purpose: To allow the students to compare and contrast two kinds of leadership; when each is important and why			Summative: